

Inspection of Chilton Foliat Church of England Primary School

Stag Hill, Chilton Foliat, Hungerford, Berkshire RG17 0TF

Inspection dates: 21–22 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are very proud of their school. They are polite and courteous, and conduct themselves well. Pupils cooperate with each other well regardless of their age. Older pupils relish being positive role models for younger pupils. Pupils report that they feel safe in school and can approach any member of staff if they have any concerns. Staff manage behaviour well and pupils report that bullying is rare.

Pupils and staff live out the school's values of thankfulness, courage and love daily. Pupils share their experiences and activities referring to these values. Parents and carers appreciate the strong pastoral support from staff and feel that their children are cared for and happy in school.

Everyone values the links with the local community. Pupils look forward to serving at the community lunches. The newly opened building, part funded by the diocese, local community and by the pupils' own efforts, is a testament to this strong partnership.

Pupils respond well to the high expectations placed upon them by their teachers. They enjoy their learning and produce work of good quality. Consequently, pupils make good progress throughout the curriculum.

What does the school do well and what does it need to do better?

Leaders and governors are ambitious for pupils. Since the last inspection, leaders have focused on improving the curriculum and the quality of education that pupils receive. Leaders have provided teachers with high-quality professional development to aid this improvement.

Leaders are ensuring that teachers plan an interesting and engaging curriculum. Leaders have high aspirations for pupils academically, personally and socially. As a result, pupils are achieving well and producing work of good quality. Pupils hold positive attitudes towards their learning and behave well in lessons.

Leaders promote reading well. Pupils report that they enjoy reading and the range of books that leaders suggest to them. The effective phonics teaching enables children in Reception to get off to a good start. They can identify letters and the sounds they represent quickly. Staff support pupils who struggle with reading. Staff use appropriate resources to aid these pupils. These, along with encouragement, help build pupils' confidence in sounding out unfamiliar words. Reading lessons are aiding pupils in developing their understanding of what they read.

Pupils learn well in mathematics. Leaders have made sure that there is a clear sequence and progression of learning. Pupils are well versed in their knowledge of calculations and practise these daily. Teachers provide opportunities for pupils to revisit previous learning; this helps pupils remember more. Most pupils' workbooks show that they are able to apply their knowledge and explain their thinking when

solving problems. However, pupils who struggle are not provided with as many opportunities to develop these skills as their peers.

Staff want pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils to do well. Leaders make sure that these pupils receive the support they need. Teachers plan activities so that pupils can access the curriculum in a way that matches their individual needs.

In subjects such as history and art, pupils learn the knowledge and skills needed. Pupils can recall events in time order in history. They have a good understanding of artists and their techniques. The quality of work that pupils produce is developing well in most areas. However, some pupils struggle to make links to previous learning within a few subjects, such as science.

Pupils have a good sense of their life and place in modern Britain. Leaders promote pupils' emotional and social understanding very well. For example, pupils responded well to the visit of a local missionary. As a result of this, they decided to support a charity that helps street children in Africa. Pupils enjoy the many different opportunities to visit places they have been learning about, as well as extra-curricular clubs. Pupils learn effectively how to be healthy and stay safe online.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep children very safe. Leaders and governors ensure that the school policies and culture provide a secure environment for pupils. Regular training ensures that staff have a good understanding of their role and responsibilities in keeping pupils safe. Leaders and staff are vigilant and know the procedures to follow should they have concerns regarding pupil safety.

Leaders navigate the varying safeguarding systems of the two local authorities from which the school population comes well. This ensures that pupils and families receive any external support they may need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have a clear overview of a coherent and well-sequenced curriculum. However, the rolling programme of the curriculum is in its infancy. Leaders have ensured that there is clear progression of learning in mathematics, history and art. This work needs to be transferred to other subjects, such as science. Leaders need to continue to review the impact of their plans for the curriculum when implemented fully.
- At present, pupils have knowledge of the skills that are required to be successful in some subjects, such as history and art. These need to be embedded

throughout the curriculum so that pupils can use their prior learning to make links within the subject domains and across subjects. In particular, leaders need to check how well the design of the curriculum helps pupils know more and remember more of what they have learned across every subject. Teachers need to make sure that they plan greater opportunities for pupils to revisit old ideas so that these become embedded in pupils' long-term memories.

- Lower-attaining pupils do not have sufficient time to practise applying their mathematical knowledge and skills to problem solving. This reduces their learning. Leaders need to ensure that lower-attaining pupils are provided with the same opportunities for reasoning and problem solving in mathematics as other pupils, so that they extend their application of knowledge and skills.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	126397
Local authority	Wiltshire
Inspection number	10122337
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair of governing body	Sam Wolcough
Headteacher	Katie Turner
Website	www.chiltonfoliatprimary.org.uk
Date of previous inspection	12–13 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is voluntary aided within the Diocese of Salisbury.
- The school's most recent section 48 inspection was conducted on 16 January 2017, and the outcome was satisfactory.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We did deep dives in reading, writing, mathematics and art during the inspection. We conducted lesson visits, spoke with teachers and met with senior leaders and curriculum leaders. We considered pupils' workbooks and met with pupils.
- I met with the headteacher. Together, we looked at the school's support for pupils with SEND.
- I met with members of the governing body and spoke to the local authority adviser and the designated lead for safeguarding. I checked the school's single central record.

- We considered responses to the online survey, Parent View, and spoke to parents during the inspection. We took note of responses to the staff and pupil surveys as well as speaking to pupils about subjects and their views of the school.

Inspection team

Paul Smith, lead inspector

Ofsted Inspector

Richard Vaughan

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